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| **PRE-PLANNING: KNOW, SO, SHOWs** | **Learning Target(s)**  What will your students be able to do?  | **Relevant objectives** | |
| SWBAT examine the battle for desegregation focusing on the case of Brown v. Board of Education by writing a diary entry about being a student being put into an integrated school. | 1. Examine the battle for school desegregation, including *Brown v. Board of Education of Topeka, Kansas* (1954) and the roles of the National Association for the Advancement of Colored People (NAACP) and Thurgood Marshall | |
| **ASSESSMENT / UNDERSTANDING**: What will students say or do to show that they understand**.** | **Assessment Limits** | |
| Students will write a diary entry from the perspective of either a black or a white student who has just been integrated into a new school. They will be required to write their personal narrative and focus on the condition of segregated schools and reference the decision in *Brown* as to why the schools have been up together. Finally, they will have an opportunity to reflect on how they view race relations based on how they think people would have responded to desegregation. |  | |
| **FOCUS QUESTION:** | **Materials Needed for TODAY** | |
| How did Brown V. Board change American society in 1954? | Paper, Pencils, tracking sheets warm-up sheets, | |
| **UNDERSTANDING:** What Questions can I ask to uncover student thinking? | **HOOK –** What will initially engage students in the lesson? | |
| What is segregation?  What is separate but equal?  Why did segregation exist?  Was segregation fair? Why or hwy not | What do you think diversity means? Why do you think it is important? | |
| **LESSON CYCLE: GO** | **OPENING. (10 min.)** | |
| * What do you think diversity means? Why do you think it is important? | |
| **INTRODUCTION OF NEW MATERIAL. (20 min.)** | |
| Students will get a little bit of background knowledge by reviewing Plessy V. Ferguson and the idea of “separate but equal”. Students will then debate whether they think separate but equal is fair. We will think back to our warm-up and discuss the value of diversity and differing opinions in a school setting. We will then watch a short video on Brown V. Board. This video will introduce why the case was necessary and what happened. Students will watch the video while focusing on why Brown V. Board was brought to the Supreme Court during this time. Students will then read a short guided reading on Brown V. Board. It will allow the students to learn more about the particulars of the case. As a class we will then debrief the reading by going over the questions. | |
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| **GUIDED PRACTICE. (25 min.)** | |
| Students will read a Baltimore Sun article titled “Brown V. Board: 50 years later”. The article discusses the legacy of the case in Baltimore and presents the idea that segregation by housing might be a violation of Brown V. Board. Students will read the articles silently to themselves and code the text according to the following key. ?-things I do not understand. \_\_\_\_\_\_\_\_-things that are important. ☺ things that I agree with. ☹ things that I disagree with. As a class we will share out things that we noted so that everyone gets the general idea of the article. Then in their tables they will work to answer the following questions.   1. Does integration in schools mean integration in society? Why or Why not? 2. Why is there still so much residential segregation in society today? Do you think this is fair/unfair? 3. Should people be forced to live in certain parts of a city or be bused across town to maintain diversity in schools? Why or Why not? | |
| **INDEPENDENT PRACTICE. (14 min.)** | |
| Students will write a diary entry from the perspective of either a black or a white student who has just been integrated into a new school. They will be required to write their personal narrative and focus on the condition of segregated schools and reference the decision in *Brown* as to why the schools have been up together. Finally, they will have an opportunity to reflect on how they view race relations based on how they think people would have responded to desegregation. | |
| **CLOSING. (1 mins)** | |
| Thanks for your hardwork today. Tomorrow we will be talking about the implementation of Brown V. Board. | |
| **HOMEWORK :** | |
| **REINFORCEMENT** | None | | |